Nutrition Education Lesson Second Grade TL-2-3	
Nutrition constructs	This lesson is designed to increase students' knowledge of MyPlate and their self-efficacy to make half of their plate fruits and veggies.
Iowa Core	2.G.3 – Partition circles and rectangles into two, three or four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of, etc.,</i> and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
Supplies needed	Physical Activity Card Set (provided), paper plates, crayons or markers  Optional: construction paper or magazine images  Time required with ongoing follow-up
Before the lesson	Make sure your MyPlate poster (provided by nutrition education coordinator) is displayed in the classroom. Review the scenarios below and adjust the difficulty of the fractions based on your students' abilities with comparing fractions and recognizing equivalent fractions.  1. Begin this lesson by doing a few minutes of physical activity with your students. Choose an activity from the physical activity card set provided.
	<ol> <li>Take the opportunity to remind your students how important it is to be active throughout the day to keep our bodies and minds strong.</li> <li>Call students' attention to the MyPlate poster and ask them to tell you what they know about MyPlate. Why do we have it in the classroom? How can we use it?</li> <li>Explain that MyPlate is a picture that helps us think about healthy foods. When we look at our own plates we can think about how well we match the MyPlate picture. For example, ½ the plate should be fruits and veggies, ¼ should be grains and ¼ should be meat or other protein</li> </ol>
	foods. Review the parts of MyPlate and the colors identified with each quadrant.  4. Provide students with an un-coated, white, paper plate. Have students make lines on their plate dividing it into quarters using a crayon or marker. Look at today's lunch menu as a large group and write all of the fruit and vegetable options on the board. Have each student choose one to occupy ¼ of the plate. Have students draw the fruit or vegetable they chose on the appropriate ¼ of the plate (other options include tearing construction paper to represent the food they chose or using an image from a magazine). If students bring their own lunch they can choose a fruit or veggie they bring from home.
	5. Review the concept that two fourths make one half. Each student will now choose another fruit or vegetable from today's offerings to occupy another ¼ of their plate to make half their plate fruits and veggies. If students are more advanced in their understanding of fractions, challenge them to further divide their plate into sixths – where three spots must be filled in order to make half the plate fruits and veggies. Consider using real pieces of fruit to demonstrate that they can be cut into different fractions. For example, take two apples of similar size. Cut one into four pieces and one into six pieces. Show how a half can be made from the pieces.
	6. With any remaining time, have students share the items they choose for their plate.
	7. To further build students self-efficacy and offer a cue to action – do this task aloud during a couple of mornings per week. Call students' attention to the lunch menus and discuss how each of them could make half of their plate fruits and veggies.